Title of Instructional Materials: Prentice Hall

Grade Level: Grade 6

Reviewers:

_____

_____

_____

_____

_____

_____

_____

_____

Overall Rating:	☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4)	Important Mathematical Ideas:	☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Evidence: Skills-based. Review based on student text; Common Core supplement missing from review material.		**Summary / Justification / Evidence:**	
Skills and Procedures:	☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4)	Mathematical Relationships:	☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Evidence:		**Summary / Justification / Evidence:**	

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

Documenting Alignment to the
Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

"Reasoning Exercises" &
"More than One Way"
p.478

Indicate the chapter(s), section(s), or page(s) reviewed.

p.419

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1	2	3	4

Documenting Alignment to the
Standards for Mathematical Practice

Title of Instructional Materials: _____

---

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

(handwritten notes)

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

(handwritten notes)

Overall Rating

1   2   3   4

Documenting Alignment to the Standards for Mathematical Practice

Title of Instructional Materials: _____

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

According to P4 tools are used to "develop understanding of mathematical concepts" "solve problems unapproachable w/ technology" and "build models based on real world data"

_p 556_
p "Check book register"

Indicate the chapter(s), section(s), or page(s) reviewed.

Activity lab p 380 for calculators

Manipulatives w/ tiles p 331

Calculators for unit 1 p 343

graph p 343, 343

Graph paper - p 343

Activity Lab w/ manipulatives p 411

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Fraction tiles/models p 331

Summary/Justification/Evidence

Hands-on modeling w/ tiles

Overall Rating

1   2   3   4

The Charles A. Dana Center

Documenting Alignment to the
Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

"Error Analysis" problems ex p. 278 +3

Vocabulary at start of every lesson. Estimation in lessons. Writing in math"

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Enough problems & examples for mastery of skill.

Overall Rating

1 ——————— 2 ——————— 3 ——————— 4

Documenting Alignment to the
Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 ——————— 2 ——————— 3 ——————— 4

Documenting Alignment to the
Standards for Mathematical Practice

Title of Instructional Materials: _____

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
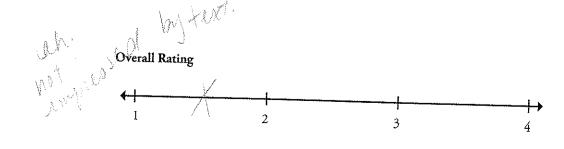
Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	Important Mathematical Ideas 1 —— 2 —— 3 ——X—— 4 Skills and Procedures 1 —— 2 —— 3 ——X—— 4 *Guided Practice/ Homework & Word Problems/ Lesson* Mathematical Relationships 1 —— 2 —— 3 ——X—— 4 Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Chapter 7 p.325 Activity lab p.306-310	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 —— 2 —— 3 ——X—— 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* [1] [1] Expectations for unit rates in this grade are limited to non-complex fractions. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 7 p.312–315	Important Mathematical Ideas ⊢———+———+———X—+→ 1 2 3 4 Skills and Procedures ⊢———+———+———X+→ 1 2 3 4 Mathematical Relationships ⊢———+———+——φ—+→ 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⊢——+————+————X—+→ 1 2 3 4

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3a 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. p.329 #22 p.319 (#30) p.358 Applying proportions. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Un 7	Important Mathematical Ideas 1 — 2 — 3 —✗— 4 Skills and Procedures 1 — 2 — 3 ✗ 4 Mathematical Relationships 1 — 2 — 3 ✗ 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): plot in coordinate plane? p.558 function
	Overall Rating 1 — 2 — 3 ✗ 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3b 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* *More Than One Way p.328* *p.3.11(52)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch7 "7-2" p 312	Important Mathematical Ideas 1———2———3———4 (X near 4) Skills and Procedures 1———2———3———4 (near 4) Mathematical Relationships 1———2———3———4 (near 4) **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2———3———4 (X near 4)

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3c 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. *Activity lab* *p.340* *Cool!* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *p.336 (7-7)* *p.353 Real world* *p.348 Estimation* *Tip* *Salesperson*	Important Mathematical Ideas 1 2 3 X 4 Skills and Procedures 1 2 3 X 4 Mathematical Relationships 1 2 3 X 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 X 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3d 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— 3 —— 4

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.1	
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	Important Mathematical Ideas 1———2———3—X—4
	Skills and Procedures 1———2———3—X—4
	Mathematical Relationships 1———2———3—X—4
	Summary / Justification / Evidence
lab for (illegible) p.271	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
p.222-227	
modeling p.280 GPS, using a calculator (illegible) p.280	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1———2———3—X—4

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *Yards p.45 decimals Pattern Activity (p.642) GPS, p.49 decimals Word problems w/ decimals p.5c*	Important Mathematical Ideas 1 ✗ 2 3 4 Skills and Procedures 1 ✗ 2 3 4 Mathematical Relationships 1 ✗ 2 3 4 **Summary / Justification / Evidence** *No decimal so small*
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 ✗ 4

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Important Mathematical Ideas 1————2————3————4 (X near 4) Skills and Procedures 1————2————3————4 (X near 4) Mathematical Relationships 1————2————3————4 (X near 4) Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Ch 1 p 31 - 50	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1————2————3————4 (X near 4)

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** P. 72 *(handwritten)* P.171-180 P.188-191	**Important Mathematical Ideas** 1———2———3———4 *(marked near 4)* **Skills and Procedures** 1———2———3———4 *(marked near 4)* **Mathematical Relationships** 1———2———3———4 *(marked near 4)* **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** *CC.4 for 3+5, 4+2)* *(handwritten)* **Overall Rating** 1———2———3———4 *(marked near 4)*

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Important Mathematical Ideas 1 —— 2 —— 3(X) —— 4
	Skills and Procedures 1 —— 2 —— 3 —— 4(X)
	Mathematical Relationships 1 —— 2(X) —— 3 —— 4
	Summary / Justification / Evidence *Word problems & Applications & practice problems*
Indicate the chapter(s), section(s), and/or page(s) reviewed. *p516*	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 —— 2 —— 3 —— 4(X)

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6a 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** pg 516-522 pg 547-553 *Quieting Reflections* *Graphing Calculator Lab* *Map* *Reflections* *Chapter Graphic Organizer*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6b 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1——2——3——4 Skills and Procedures 1——2——3——4 Mathematical Relationships 1——2——3——4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1——2——3——4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6c 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
see notes 6.NS.6a	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7a 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p.517	Important Mathematical Ideas 1 —X— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 X 4 Mathematical Relationships 1 X 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —X— 3 —— 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7b 7. Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\ ^\circ C > -7\ ^\circ C$ to express the fact that $-3\ ^\circ C$ is warmer than $-7\ ^\circ C$. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** it osp 11-2 370-1528 p.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Absolute value
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7c 7. Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1——2——3——4 Skills and Procedures 1——2——3——4 Mathematical Relationships 1——2——3——4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1——2—✗—3——4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7d 7. Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1———2———3———4 Skills and Procedures 1———2———3———4 Mathematical Relationships 1———2———3———4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2——X——3———4

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *Coordinate plane* *in 11-8* *p. 551*	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): *CC only*
	Overall Rating 1 —— 2 —— 3 —— 4

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.5d 5. Summarize numerical data sets in relation to their context, such as by: d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6-3 6-4 6-5	Important Mathematical Ideas ⟵——┼——————┼——————┼——⟶ 　　　　　　　1　　　　　2　　　　　3　　　　　4 Skills and Procedures ⟵——┼——————┼——————┼——⟶ 　　　　　　　1　　　　　2　　　　　3　　　　　4 Mathematical Relationships ⟵——┼——————┼——————┼——⟶ 　　　　　　　1　　　　　2　　　　　3　　　　　4 **Summary / Justification / Evidence** [handwritten, illegible] Mixed #'s [handwritten] well practice of fractions and mixed numbers
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⟵——┼——————┼——————┼——⟶ 　　　　　　　1　　　　　2　　　　　3　　　　　4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	Important Mathematical Ideas 1 — 2 — 3 — 4 (marked near 4) Skills and Procedures 1 — 2 — 3 — 4 (marked between 3 and 4) Mathematical Relationships 1 — 2 — 3 — 4 (marked between 3 and 4) **Summary / Justification / Evidence** · Division algorithm is reviewed. · Students divide multi-digit decimals
Indicate the chapter(s), section(s), and/or page(s) reviewed. 1–9	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · Students do not divide multi-digit whole #s Overall Rating 1 — 2 — 3 — 4 (marked between 3 and 4)

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *1-7, 1-8, 1-9*	Important Mathematical Ideas ⊢———┼———┼———┼⊣ 1 2 3 4 Skills and Procedures ⊢———┼———┼———┼⊣ 1 2 3 4 Mathematical Relationships ⊢———┼———┼———┼⊣ 1 2 3 4 **Summary / Justification / Evidence** *· Teaches students to line up decimal points when +/- decimals as well* *as annexing zeros when subtracting* *· Teaches algorithm for +/- decimals* *· (illegible)*
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⊢———┼———┼———┼⊣ 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*	Important Mathematical Ideas ⊢———┼———┼———┼———⊢ 1 2 3 4 Skills and Procedures ⊢———┼———┼———┼———⊢ 1 2 3 4 Mathematical Relationships ⊢———┼———┼———┼———⊢ 1 2 3 4 **Summary / Justification / Evidence** • Teaches finding GCF by using factor or factorization. • " " LCM and prime factorization • Teaches distributive property.
Indicate the chapter(s), section(s), and/or page(s) reviewed. 4-4, 4-7, C5-4 Distributive Property 1-4, 4-7 5-4 and 3-5	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • Distributive property used expressly for multiply place values 43×7 = (40×7)(3×7) and 4-7 notation Overall Rating ⊢———┼———┼———┼———⊢ 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *1-1*	**Important Mathematical Ideas** ⟵———┼———┼——×┼———⟶ 1 2 3 4 **Skills and Procedures** ⟵———┼——×—┼———┼———⟶ 1 2 3 4 **Mathematical Relationships** ⟵———┼———┼——×┼———⟶ 1 2 3 4 **Summary / Justification / Evidence** • Opposites Addressed. • Students are asked to use +/- numbers and values in real-world contexts. --- **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • Students don't e/ no meaning of zero --- **Overall Rating** ⟵———┼———┼——×┼———⟶ 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6a 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., −(−3) = 3, and that 0 is its own opposite. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-1, 11-4	**Important Mathematical Ideas** 1 — 2 — 3 — 4 **Skills and Procedures** 1 — 2 — 3 — 4 **Mathematical Relationships** 1 — 2 — 3 — 4 **Summary / Justification / Evidence** · OPPOSITES OF POSITIVE AND NEGATIVE INTEGERS ADDRESSED AND PRACTICED · +/− ON A/L SIDES OF A LINE ADDRESSED / PRACTICED **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 — 2 — 3 — 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6b 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** _11-8_	Important Mathematical Ideas 1———2———3———4 (marked near 4) Skills and Procedures 1———2———3———4 (marked near 4) Mathematical Relationships 1———2———3———4 (marked near 4) **Summary / Justification / Evidence** _4 Quadrants/ordered pairs ..._ _reflect ..._ **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1———2———3———4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6c 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** _11-1, 11-8, 20-5_ _p. 26 – comparing numbers on a number line_ _p. ... 32 ... _ _p. 175 ..._	Important Mathematical Ideas 1 —— 2 —— 3 ——✗— 4 Skills and Procedures 1 —— 2 —— 3 ——✗— 4 Mathematical Relationships 1 —— 2 —— 3 ——✗— 4 **Summary / Justification / Evidence** · Students find, position ... E ... · find ... --- **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

| Overall Rating   1 —— 2 —— 3 ——✗— 4 |

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7a 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** /1 - 2	Important Mathematical Ideas ⊢——+——+——+⊢→ 1 2 3 4 Skills and Procedures ⊢——+——+——+⊢→ 1 2 3 4 Mathematical Relationships ⊢——+——+——+⊢→ 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⊢——+——+——+⊢→ 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7b 7. Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** //-2	Important Mathematical Ideas 1 —— 2 —— 3 —— **X** 4 Skills and Procedures 1 —— 2 —— **X** 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 **X** —— 4 **Summary / Justification / Evidence** · Students write and compare order in real-world contexts

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Students are not asked to explain
Overall Rating   1 —— 2 —— **X** 3 —— 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7c 7. Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** _11 – 2_	Important Mathematical Ideas 1———2———3———4 (4) Skills and Procedures 1———2———3———4 (4) Mathematical Relationships 1———2———3———4 (4) **Summary / Justification / Evidence** _Students find absolute values for + – numbers. Students use absolute value to interpret real world problems._
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2———3———4 (4)

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7d 7. Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** _1-1_	Important Mathematical Ideas 1 2 3 ✓ 4 Skills and Procedures 1 2 3 ✓ 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** · Students use absolute value – some problems that no help – value ordering --- **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** --- Overall Rating 1 2 3 ✗ 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1——2——3——4 Skills and Procedures 1——2——3——4 Mathematical Relationships 1——2——3——4 **Summary / Justification / Evidence** *Students solve real-world problems by graphing points in coordinate plane* **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** *finding differences between points on the coordinate plane* Overall Rating 1——2——3——4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Important Mathematical Ideas ＋⊢——①——+——+——++➤ 　1　　2　　3　　4 Skills and Procedures ＋⊢——①——+——+——++➤ 　1　　2　　3　　4 Mathematical Relationships ＋⊢——①——+——+——++➤ 　1　　2　　3　　4
	Summary / Justification / Evidence *discrete skills + procedures* *no math. connections*
Indicate the chapter(s), section(s), and/or page(s) reviewed. *426 - 435 Area of △ - formula use only* *458 - 461 Volume of prisms - no fractional side length* *453 - 456 SA - nets*	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** *6.G.3 don't know if addressed in supplement* *not much emphasis on regular △s*
	Overall Rating ＋⊢——+——①——+——++➤ 　1　　2　　3　　4

Reviewed By: ████████████

Title of Instructional Materials: *Prentice Hall*
Mathematics Course 1

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents. *does not build number sense* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *pp 106 – 149 Patterns + Variables* *572 – 591 Eg + Ineq.*	**Important Mathematical Ideas** — (circled 1-2) on scale 1 2 3 4 **Skills and Procedures** — (circled 2) on scale 1 2 3 4 **Mathematical Relationships** — (circled 1-2) on scale 1 2 3 4 **Summary / Justification / Evidence** *words wrapped around drill* *skill + procedure w/out application* *little reasoning required*
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): *missing:* *2 quantities (var) in real world problems* *Does not address rate of change*
	Overall Rating — (circled 2) on scale 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* *many ch include standards not aligned to CCSS* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 32 – 50 *dec oper* 258 – 296 *× ÷ frac* 171 – 174 *GCF* 188 – 191 *LCM* 514 – 522 *Integers + – × ÷* 554 – 557 *application of integers* 548 – 551 *coordinate plane*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** *traditional in content and procedures* *very little rigor very little application* *heavy on skill & procedure*

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
6.NS.7d 1.NS.3

Overall Rating
1   2   3   4

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 *(2.5)* 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** *few investigation little rigor*
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): *double line diagrams* *tape diagram* *plotting ord pairs*
	Overall Rating 1 2 *(2.8)* 3 4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	**Important Mathematical Ideas** — (circled 1) · 1 · 2 · 3 · 4 **Skills and Procedures** — (circled 1) · 1 · 2 · 3 · 4 **Mathematical Relationships** — (circled 1) · 1 · 2 · 3 · 4
	Summary / Justification / Evidence 1 lesson - obviously a review - no depth - no real-world - no investigation - just skill
Indicate the chapter(s), section(s), and/or page(s) reviewed. 9-4 through p. 432-437	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating — (circled 1) · 1 · 2 · 3 · 4

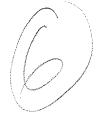## MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Important Mathematical Ideas $\overset{\textstyle\bigcirc}{\longleftrightarrow}$ 1 2 3 4 Skills and Procedures $\overset{\textstyle\bigcirc}{\longleftrightarrow}$ 1 2 3 4 Mathematical Relationships $\overset{\textstyle\bigcirc}{\longleftrightarrow}$ 1 2 3 4
	Summary / Justification / Evidence *No depth, no real-world, no investigation*
Indicate the chapter(s), section(s), and/or page(s) reviewed. *Lesson 9-9 457-460*	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating $\overset{\textstyle\bigcirc}{\longleftrightarrow}$ 1 2 3 4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas ← 1——2——3——4 → Skills and Procedures ← 1——2——3——4 → Mathematical Relationships ← 1——2——3——4 → **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ← 1——2——3——4 →

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *Lessons 9-7 & 9-8* *448 – 456*	Important Mathematical Ideas ①②③④ *(2 circled)* Skills and Procedures ①②③④ *(2 circled)* Mathematical Relationships ①②③④ *(2 circled)* **Summary / Justification / Evidence** *lacking in enough ex of nets - no rigor - no real-world ex.*
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): **Overall Rating** ①②③④ *(2 circled)*

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Reviewed By: ▓▓▓▓▓▓▓▓

Title of Instructional Materials: _Prentice Hall Indiana_

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9-4 432-436	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** _One lesson in depth (area); depth ?; investigation ? – Skill_ **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** _not enough to cover the topic_ Overall Rating ① 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9-9 p 458-460	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** *limited access to examples & practice no investigation*

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

needs more — >>

Overall Rating   1   2   3   4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9.7 & 9.8 pp. 456 (2 lessons)	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** 2 lessons need more examples nets
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Like the balance between the problem solving and skill practice review

~~Paaaa~~ Prentice Hall Course 1

Very traditional Skills based

Overall =3

Instructional Materials Analysis and Selection

→ *Activity Labs give students the opportunity to explore mathematical concepts.*

→ *Guided Problem solving teaches students strategies to use when solving problems.*

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Number System - All stds are there

→ *Test Prep*

Grade 6

→ *Like all of the opportunities for students to use data to make connections*

Documenting Alignment to the
Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Guided Problem Solving

Problem solutions aren't obvious
— Deeper thinking

Indicate the chapter(s), section(s), or page(s) reviewed.

18
56-57
154-155

396-397
595-596

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 —— 2 —— 3 —— (4)

Documenting Alignment to the
Standards for Mathematical Practice
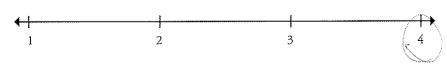
2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

Documenting Alignment to the
Standards for Mathematical Practice

---

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Didn't find where they were asked to justify their answers – Create arguments

Indicate the chapter(s), section(s), or page(s) reviewed.

10, 18, 219, 428 574

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

(3 circled)

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Students are allowed to answer questions with yes or no with out explaining their thinking

Asked to interpret data

Quick Check

Indicate the chapter(s), section(s), or page(s) reviewed.

27, 71, 131, 159

241   276-277

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 —————— 2 —————— ③ —————— 4

Documenting Alignment to the
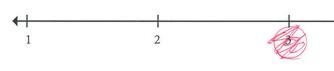# Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Notetaking

pencil/paper

No spreadsheet

NO   NO

recipe   Calculator

Strategies for problem solving

Indicate the chapter(s), section(s), or page(s) reviewed.

11, 15

268

280

319

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

Documenting Alignment to the
Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

19 - labels
37 - explain steps
64 - writing in math
231 - writing in math
243 - writing in math explain

Sometimes - Allows students to answer questions w/out explaining their thinking

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
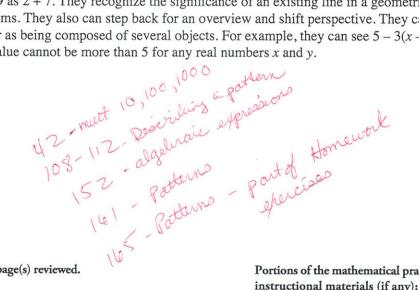
Summary/Justification/Evidence

Overall Rating

1   2   ③   4

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

42 - mult 10, 100, 1000
108-112 - Describing a pattern
152 - algebraic expressions
161 - Patterns
165 - Patterns - part of Homework exercises

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

Documenting Alignment to the
Standards for Mathematical Practice

---

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[handwritten notes: A, 27, 38 mult decimals, 30, 320, 363, ?]

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 —— 2 —— 3 —— 4

[2 is circled]

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* *Why Learn This?* *Vocabulary* *Use Charts to get data* *Open ended* *Students make models* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *7.1* *7-1b Activity Lab*	Important Mathematical Ideas ⟷ 1 2 3 4 Skills and Procedures ⟷ 1 2 3 4 Mathematical Relationships ⟷ 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⟷ 1 2 3 (4)

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.2 Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* [1] *Ex- heartbeat/minute* 1 Expectations for unit rates in this grade are limited to non-complex fractions. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *7-2*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 ③ 4

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3a 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. *Didn't have a CC-1?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *CC-1*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3b 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* 7-2 – heartbeat/min – cracker calories 7-4 = price $/lb price/pound ounce tables? **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3c 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. 7-7 CC-2 ~ ? Ratio - No **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 ② 3 4

The Charles A. Dana Center

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

6.RP.3d
 	
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 	
    d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
 	
CC-3   Did not
            none
 	
Indicate the chapter(s), section(s), and/or page(s) reviewed.
	Important Mathematical Ideas 1———2———3———4
	
	Skills and Procedures 1———2———3———4
	
	Mathematical Relationships 1———2———3———4
	
	Summary / Justification / Evidence

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2———3———4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to ~~divide fractions by fractions~~.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

6.NS.1
 	
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
 	
Models use real world problems to demonstrate skill
 	
Indicate the chapter(s), section(s), and/or page(s) reviewed.
 	
6-3
6-3 Activity Lab
	Important Mathematical Ideas ⟵—┼——┼——┼——┼—⟶
	                         1 2 3 4
	
	Skills and Procedures ⟵—┼——┼——┼——┼—⟶
	                         1 2 3 4
	
	Mathematical Relationships ⟵—┼——┼——┼——┼—⟶
	                         1 2 3 4
	
	Summary / Justification / Evidence

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⟵—┼——┼——┼——┼—⟶ 1 2 3 **④**

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm. *[handwritten:] Divide decimals ie 32)258.24 Incl. Probl Reasoning Divide whole # Skill Based* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *[handwritten:] 1–9 Skills HB 642*	Important Mathematical Ideas 1 — 2 — 3 — 4 Skills and Procedures 1 — 2 — 3 — 4 Mathematical Relationships 1 — 2 — 3 — 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 — 2 — 3 — **4**

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. *Calculator game* *1-8a mult* *1-8b Divide* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *1-7 + & -* *decimals* *1-7a - modeling + & -*	Important Mathematical Ideas 1———2———3———4 Skills and Procedures 1———2———3———4 Mathematical Relationships 1———2———3———4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2———3———④

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).* *Vocab model* *# several methods* *Explain thinking* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *4-4*	Important Mathematical Ideas 1 — 2 — 3 — 4 Skills and Procedures 1 — 2 — 3 — 4 Mathematical Relationships 1 — 2 — 3 — 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 — 2 — ③ — 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

6.NS.5
 	
Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/ negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
 	
Indicate the chapter(s), section(s), and/or page(s) reviewed.
	Important Mathematical Ideas ⊢————┼————┼————⊢→
	                 1 2 3 4
	
	Skills and Procedures ⊢————┼————┼————⊢→
	                 1 2 3 4
	
	Mathematical Relationships ⊢————┼————┼————⊢→
	                 1 2 3 4
	
	Summary / Justification / Evidence

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ⊢————┼————┼————⊢→ 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6a 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— 3 —— (4)

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6b 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-8	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— 3 —— 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.6c 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1———2———3———4 Skills and Procedures 1———2———3———4 Mathematical Relationships 1———2———3———4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2———3———4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7a 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret −3 > −7 as a statement that −3 is located to the right of −7 on a number line oriented from left to right.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-2	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 **4**

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7b 7. Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\ °C > -7\ °C$ to express the fact that $-3\ °C$ is warmer than $-7\ °C$. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11 – 2	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7c 7. Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-2	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 **(4)**

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.7d 7. Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *11-8 - graphing calculator* *11-8a - graphing ordered pairs*	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— ③ —— 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents. *Model* *Exponents* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *1-2*	Important Mathematical Ideas 1　　2　　3　　4 Skills and Procedures 1　　2　　3　　4 Mathematical Relationships 1　　2　　3　　4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1　　2　　3　　4

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.2a 2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* *Using tables* *Not many P.S.* *Writing algebraic Expressions* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *pg 3-3*	**Important Mathematical Ideas** 1 —— 2 —— 3 —— 4 **Skills and Procedures** 1 —— 2 —— 3 —— 4 **Mathematical Relationships** 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— ③ —— 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.2b 2. Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** (6)EE(2)b 1-3 1-4	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 ③ 4

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.2c 2. Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.* *Vocab* *Function Table* *P.S.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *3-2* *4-2*	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— 3 —— ④

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

6.EE.3

Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

Important Mathematical Ideas |←———+————+————+——→|
    1   2   3   4

Skills and Procedures |←———+————+————+——→|
    1   2   3   4

Mathematical Relationships |←———+————+————+——→|
    1   2   3   4

Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

3~~800~~ 3-8

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating |←———+————+————+——→|
    1   2   3   ④

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 3 CC-6 missing	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ① 2 3 4

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. 3-4 3-5 3-6 3-7	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 (4)

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Important Mathematical Ideas $\longleftrightarrow$
	1　　　　2　　　　3　　　　4
	Skills and Procedures $\longleftrightarrow$
	1　　　　2　　　　3　　　　4
	Mathematical Relationships $\longleftrightarrow$
	1　　　　2　　　　3　　　　4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. 3-2　　　3-5 3-3　　　3-6 3-3　　　3-7	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating $\longleftrightarrow$
	1　　　　2　　　　3　　　（4）

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 3-4 3-5	Important Mathematical Ideas +———+———+———+———+ 　　　　1　　　　2　　　　3　　　　4 Skills and Procedures +———+———+———+———+ 　　　　1　　　　2　　　　3　　　　4 Mathematical Relationships +———+———+———+———+ 　　　　1　　　　2　　　　3　　　　4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating +———+———+———+———+ 　　　　1　　　　2　　　　3　　　　4

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 12-2	Important Mathematical Ideas 1———2———3———4 Skills and Procedures 1———2———3———4 Mathematical Relationships 1———2———3———4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1———2———3———4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – EXPRESSIONS AND EQUATIONS – 6.EE

Represent and analyze quantitative relationships between dependent and independent variables.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.* *Graphing functions I/O Tables* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *1 - 10*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 ③ 4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. *Writing in Math* *Vocab* *Graph paper area activity* *formula* *model* *P.S ↓* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *9-4* *9-4a Comparing Areas*	Important Mathematical Ideas 1 — 2 — 3 — 4 Skills and Procedures 1 — 2 — 3 — 4 Mathematical Relationships 1 — 2 — 3 — 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 — 2 — ③ — 4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. *Model* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9 – 9 9 – 9a – graphic volume	Important Mathematical Ideas $\longleftarrow\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!\longrightarrow$ 1　　2　　3　　4 Skills and Procedures $\longleftarrow\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!\longrightarrow$ 1　　2　　3　　4 Mathematical Relationships $\longleftarrow\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!\longrightarrow$ 1　　2　　3　　4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating $\longleftarrow\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!-\!\!-\!\!-\!\!+\!\!\longrightarrow$ 1　　2　　3　　④

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CC-S / 7	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating ① 2 3 4

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9-8	Important Mathematical Ideas 1———2———3———4 Skills and Procedures 1———2———3———4 Mathematical Relationships 1———2———3———4 **Summary / Justification / Evidence**

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Overall Rating 1———2———③———4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Develop understanding of statistical variability.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** ((- 9 - ?	Important Mathematical Ideas 1———2———3———4 Skills and Procedures 1———2———3———4 Mathematical Relationships 1———2———3———4 **Summary / Justification / Evidence**

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Overall Rating (1)———2———3———4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Develop understanding of statistical variability.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CC-10 -?	Important Mathematical Ideas 1————2————3————4 Skills and Procedures 1————2————3————4 Mathematical Relationships 1————2————3————4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1————2————3————4

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Develop understanding of statistical variability.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 — 2 — 3 — 4 Skills and Procedures 1 — 2 — 3 — 4 Mathematical Relationships 1 — 2 — 3 — 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 — 2 — 3 — (4)

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *2-3*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 (4)

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.5a 5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 2-1 2-2 cc-11 2-6 2-7	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.5b 5. Summarize numerical data sets in relation to their context, such as by: b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Cc – 11 2–6 2–7	Important Mathematical Ideas 1 —— 2 —— 3 —— 4 Skills and Procedures 1 —— 2 —— 3 —— 4 Mathematical Relationships 1 —— 2 —— 3 —— 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— 3 —— ④

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.5c 5. Summarize numerical data sets in relation to their context, such as by: c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** *2-1* *2-2* *2-7* *(2-?)*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 ④

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – STATISTICS AND PROBABILITY – 6.SP

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.SP.5d 5. Summarize numerical data sets in relation to their context, such as by: d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** cc-12-7	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4